



# Brookfield Community School

**Post:**            **Headteacher**  
                      L32 (£85,605) – L36 (£94,416)

## **Candidate Information Pack**

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## Welcome

### Letter from Chair of Governors

Dear Applicant,

Thank you for your interest in the post of Headteacher at Brookfield Community School. I hope that the information in the application pack provides you with enough insight into our school to make an informed decision to apply.

Chesterfield is a lively market town on the edge of the beautiful and highly popular Peak District National Park, with its rich variety of dramatic scenery, impressive country houses and attractive towns and villages. It is also close to, and has excellent travel links with, the city of Sheffield. Brookfield Community School is situated in a thriving suburb of largely high-achieving households on the western edge of the town.

Brookfield Community School converted to Academy status in 2011. It is a popular and successful comprehensive school of which we are justifiably proud. We believe that every student should have the opportunity to enjoy and achieve in a safe and supportive environment. We focus on working together to provide a welcoming, inclusive, stimulating and challenging educational environment where high expectations, the highest standards of teaching and learning and the development of the whole child are central to all that we do.

Whilst it is governors' ambition for the school to return to its former outstanding status as quickly as possible, our drive for continued improvement stems as much from a desire to ensure that every student leaves Brookfield having had the best possible educational experience. We are currently working closely with the Redhill Academy Trust and will join the Trust formally in the Spring of 2019. The new Headteacher will work closely with Tim Croft, Executive Headteacher for the Derbyshire Hub of Academies which includes Brookfield.

Although Brookfield has a wide range of student ability, our intake is, overall, of above average prior attainment with relatively low levels of disadvantage. Whilst the vast majority of students achieve well at GCSE and A-level our focus is on ensuring that all student groups are making good or better progress. We have a healthy mix of experienced and younger staff all of whom are well qualified and hardworking. They show genuine commitment to the school and a willingness to take on new challenges. A successful coaching programme supports teachers who wish to extend their skills. Securing further improvement to student progress through the continued development of Middle Leaders and provision of more individualised CPD are likely to be key tasks for the new headteacher.

Analysis of our 2018 results and other data has shown that we need to focus on:

- further improving attainment and progress and reducing inconsistency across subject areas
- further improving the achievement of boys and disadvantaged pupils

The Governing Body understands the need to adapt to the ever-changing world of education. It works collaboratively with school staff to effect change and improvement. It is involved in school development planning and in a wide range of data analysis. It works with students and parents to ensure that their views are considered.





The school has a well-managed budget which has historically resulted in a healthy financial position, though current financial pressures in education have latterly restricted the further accumulation of funds. A significant proportion of our reserves has been set aside to contribute towards capital works in order to maintain and improve our premises, equipment and facilities to provide the best working environment for students and staff. How best to improve accommodation and the fabric of the building is a continuing trial for us, and it is a disappointment that recent funding applications have had limited success. Our challenge is to continue to bid for funding and to improve the quality of our bids to attract a more favourable outcome.

Governors, staff and parents are looking for an inspirational leader who shares our inclusive ethos, has the necessary skills to maintain and build upon our successes and has the vision to ensure that the school embraces the challenges of the future. If you believe that you are that person, we would be delighted to receive your application.

Yours sincerely,

**Justin Thacker**  
**Chair of Governors**





## Letter from Head Boy and Head Girl

Dear applicant,

Brookfield Community School is a well-established school which takes pride in its high academic achievements and a strong positive presence amongst both students and teachers. We pride ourselves based on our school motto which is: 'one school, one community'. The dynamic between students and teachers is of major importance within school especially in fostering a sense of community and making sure everyone feels safe, worthy and happy in their learning environment. We have both had slightly different experiences at Brookfield, although it has had a dramatic influence on both our lives.

For Olivia: I joined the school at the start of Year 12, I came from a small secondary school that had a strong 'family' feel. When moving, I did not want to lose this atmosphere as it was nurturing and supported me in achieving the best outcomes both personally and academically. This amazing supportive environment continued at Brookfield, both pastorally and academically. I was welcomed to Brookfield with open arms and felt immediately as though I had always been a Brookfield student. This undoubtedly made my transition from GCSE to A Levels so much easier.

For Matt: Brookfield has not only helped me achieve grades beyond my target, they have also boosted the confidence of all students in many different ways, all of which will be useful for future paths and careers. At Brookfield, students have a huge role in what takes place at school. Pupils from all years are able to express their opinions and ideas such as the recently renovated study area and common room all designed and painted by students.

An example of a support scheme Brookfield offers students who are dealing with struggles in or out of school is the buddy mentoring scheme which as SSLT we work closely with the assistant headteacher to run. The programme trains Y12 students and allocates them a 'buddy' for the year to meet with regularly to help them overcome their difficulties and generally give them guidance where possible.

Another amazing thing about Brookfield is its large array of extra-curricular activities which has something to cater for everyone. Our PE department hosts clubs and competition teams for sports such as: badminton, netball, rowing, football, trampolining and much more. As for those who aren't quite the sporty kind (such as ourselves) there are plenty more opportunities such as chess club, maths club, craft club, prefects, school council and buddy mentoring. We have participated in many of these between us, seeing first-hand how they impact students and make a difference whether that be through forming new friendships or renovating the school environment (as seen through previous years' school council). These opportunities also lead to chances to become leaders in many things such as maths leaders, language leaders, SSLT, or prefects.

Another key element of the spirit of Brookfield is our annual school production. You may have heard about or even seen these in the past years (Les Mis, Jesus Christ Superstar, We Will Rock You etc.). For those in the school who flourish in performing arts this is often the highlight of their year and one of the best examples of the 'We are all Brookfield' spirit. Students year on year come together regardless of age and form a true family - something we love to celebrate here at Brookfield.

Overall, Brookfield is a school which has been a huge part of our lives since we joined and neither of us would ever have wished to change. With the help and support from everyone in the school and the



various opportunities we have been fortunate enough to be involved in, allowing us to advance as an individual, we are now fully prepared to move on to our next chapters in life and make our respective differences in the world. For us, that is what Brookfield is about, shaping people and giving them meaning to achieve their best potential, and providing them with all the relevant tools to do so.

Kind regards,

**Olivia Palmer**  
**Head Girl**

**Matt Nicholas**  
**Head Boy**





## Brookfield Community School

Brookfield Community School is a very successful 11 -18 comprehensive school which started its life in 1991, following a major reorganisation of secondary education in Chesterfield. It was formed by the amalgamation of an 11-16 mixed school, a 13-18 boys' school and a 13-18 girls' school. In 2011, following a full consultation process, the school converted to Academy status, although we still continue to work closely with the Local Authority. The school is also centrally involved with the work of the Chesterfield Learning Community, a collaboration of ten secondary schools, Chesterfield College and local training providers. As mentioned previously, the school is also due to join the Redhill Academy Trust during the Spring of 2019.

## About The Redhill Academy Trust

At the Redhill Academy Trust, we have four principles that guide everything our academies aim to achieve:

- High expectations of all students
- Valuing and celebrating academic achievement
- Outstanding teaching for all students
- Widening students' experiences through a range of extra-curricular activities including sports and the performing arts.

Redhill was the first secondary school in Nottinghamshire to gain an "outstanding" Ofsted rating for the quality of teaching. This has now been achieved twice in succession.

The Redhill Academy Trust was officially formed in 2010. The Trust has slowly expanded and now incorporates:

- The Redhill Academy
- The Carlton Academy
- Hall Park Academy
- Oakwood Academy
- Park Vale Academy
- South Nottinghamshire Academy
- Colonel Frank Seely School
- The Bolsover School
- Tupton Hall School (Due to join Spring 2019)
- Carlton Junior Academy
- Carlton Infant Academy.





The executive leadership team for the Trust – comprising the Heads of each individual school and the Executive Principal – meet on a three weekly basis to agree policy and overall strategy.

Redhill was designated as a Teaching School in March 2012 and has used this status to build on its reputation for effective working with other schools and providing quality CPD for both teaching and non-teaching staff at every stage of their career. The Redhill Teaching School Alliance currently comprises 11 strategic partners and 39 schools in total. Initial Teacher Training has inevitably become a key focus of our work as a Teaching School and we have invested heavily in programmes such as PGCE, Schools Direct, Teachfirst and are now in the process of establishing our own SCITT.

Importantly, the success of our Trust and its growing reputation for raising the achievement of young people in the schools we work with means that we are able to attract and retain quality staff at all levels. This in turn has enabled us to build up our capacity to undertake the vital outreach work which is the key to improving standards in schools joining the Redhill Academy Trust. We are committed to recruiting and retaining the best teachers and offer our staff an extensive, widely-praised Continuous Professional Development programme.

## Financial Statement

Since April 2011 Brookfield Community School has been a converter academy. With the increased freedom which conversion brings comes increased responsibility, and we are acutely aware of the need to deliver:

- the economic, efficient and effective use of all resources to improve educational results;
- the avoidance of waste and extravagance;
- the prudent and economical administration of our academy trust;
- the establishment and maintenance of financial governance, including robust controls on expenditure, keeping and reporting of up to date financial records, continuous financial monitoring and reporting to all concerned parties;
- value for money in all financial transactions.

A key objective in achieving the above is to realise value for money for our academy trust and the taxpayer more generally. We strive to live within our funding levels; we utilise resources correctly and with probity and we continuously aim for improved educational and wider societal outcomes for our students with the resources available to us. We take very seriously our responsibilities as a caring employer, and work tirelessly to make our academy an outstanding place to learn, work and develop in a professional manner.

Independent auditors, an appointed Responsible Officer and our funding agency (ESFA) scrutinise our accounts and systems annually and comment positively on our:

- financial governance and oversight;
- better purchasing;
- improving educational results;
- income generation;



- risk management;
- future planning.

Our academy remains in a healthy financial condition and expects to do so during the latest cycle of financial planning.

## **Buildings and Site**

The Brookfield School site consists of a compact area of buildings and an extensive area of playing fields. The playing fields are bordered by a recently built sports hall with attached teaching rooms and an AGP football pitch. These facilities have extensive student and community use. The majority of the School buildings are over 50 years old. The main building is situated around an open quadrangle and there are various later additions linked to this main block.

## **Staffing**

### **Teaching Establishment:**

Headteacher + 75.08 FTE

### **Support Staff:**

Business Manager	1 post
Finance	2 posts
Data Manager	1 post
Administrative	13 posts
Teaching Assistants	19 posts
Learning Mentors	3 posts
Technicians	8 posts
Midday supervisors	9 posts
Site Manager	1 post
Site Assistants	2 posts
Cleaning	15 posts
ICT Technicians	2 posts
Cover Supervisors	4 posts

## **Leadership Team**

We have an experienced, approachable and hardworking Leadership Team who work collaboratively to ensure that the school offers excellent opportunities for our students.

### **Structure:**

Executive Headteacher

Headteacher

Deputy Headteacher: Student Performance and Intervention, KS4





Assistant Headteacher: KS3 Intervention and Progress  
Assistant Headteacher: KS5 Intervention and Progress  
Assistant Headteacher: Curriculum and Progress  
Assistant Headteacher: Teaching and Learning  
Director of Learning Support and SENCo (new for April 2019)  
Business Manager

## The School Governing Body

### Structure:

Parent Governors	6 ( <i>currently 4</i> )
Teaching Staff Governors	3
Co-opted Governors	3
Community Governors	4
Member Appointed	1
Headteacher	1

The Governing Body has a good balance of experienced and newer governors, all of whom have received appropriate training. It understands its responsibilities for supporting, monitoring and challenging the School Leadership Team to ensure that the school continues to thrive. Through its Committee structure it works closely with staff and students. Many of the governors have also taken on a special responsibility for liaising with members of staff who have specific roles and responsibilities within school. The Governing Body is currently evaluating its own structures and practice to ensure that it continues to work as effectively as possible.

## Parents

Great value is placed on the relationship between home and school. Parents are frequently kept informed of events, activities and progress. The Parents Association meet frequently with the Headteacher. It supports the school in many ways and raise funds for nominated school projects. Over the years the association has funded a new minibus, the redecoration of the main foyer, improvements to the library and provided additional seating for covered areas outside school.

## Curriculum 2018-2019

The school curriculum is delivered across a 25 period week using a two week timetable. Lessons are an hour long; four before lunch and one afterwards.

## Key Stage 3

Students are placed in mixed ability form groups on entry into the school.





In Y7 most lessons are taught in form groups. The exceptions are PE and Technology where new groups are formed across the half year group. Technology is mixed ability across the half year group which means that these groups are smaller than form groups. PE is setted into 3 groups, single sexed top groups and a lower ability mixed group.

English and Maths both have a lesson a week for Literacy and Numeracy respectively. In these lessons the students are set in half year groups – into four small classes. The remaining English and Maths lessons are taught in mixed ability form groups.

There are three equal languages in the school: French, German and Spanish. Students study two of these in Y7. The languages studied rotate each year 7.

Number of lessons a week: Y7: English: 4, Maths: 3, Science: 3, Languages: 3, PE: 2, Technology:2, History:1.5, Geography 1.5, RE:1, Art:1, Computing: 1, Music:0.5, Drama:0.5, Learn to Learn 1

In Years 8 and 9 students are organised into ability sets across each half year in Maths and Languages.

The top set in Languages in each half year starts a second language: the one not studied at all in Y7 that year. Those students still requiring Literacy intervention have Literacy lessons instead of taking a language.

Number of lessons a week Y8: English: 3, Maths: 3, Science: 4, Languages: 3, PE: 3, Technology: 2, History: 1.5, Geography: 1.5, RE: 1, Art: 1, Computing 1, Music 1

Number of lessons a week 9 English: 3, Maths: 3, Science: 4, Languages: 3, PE: 2, Technology: 2, History: 2, Geography: 2, RE: 1, Art: 1, Computing 1, Music 1

PDC is delivered through registration period and three whole days throughout the year.

## Key Stage 4

All study English, English Literature, Maths and Science to GCSE. There is core PE provision and students follow a core Computing/PD/Citizenship/RE programme.

In the options process all students choose either History or Geography and then have a free choice of 3 other options: Art, Business Studies, Design & Technology, Drama, French, Food, German, Geography, Graphics, History, IT, Music, PE, RE, Spanish, Textiles, Triple Science or a Youth Award course.

Those wanting to do three separate sciences choose this as one of their options.

Number of lessons a week Y10 and 11: English: 4, Maths: 4, Science: 5, PE: 1, Computing/PD/Citizenship/RE 1, 4 option subjects with 2.5 lessons a week each.

## Post 16

Our sixth form is composed of students from other schools in the area as well as ours. All students now start their A Level course in Year 12. Some students take 4 A Level subjects, others take 3, this is decided in an interview, taking into account their previous results and abilities.





The subjects on offer are: Art, Biology, Business Studies/Economics, Chemistry, Computing, Dance, English Language, English Literature, Further Maths, French, Geography, German, Graphic Design, History, Maths, PE, Physics, Politics, Product Design, Psychology, Sociology, Spanish, Textiles, Theatre Studies.

They all have 5 hours a week.

There is also an enhancement programme in the sixth form involving General Studies, PD, Sport and a wide range of optional activities.

### **Enrichment Opportunities**

There are many opportunities for students to develop their full potential, whether it is in academic work, sports, or on one of the many extra-curricular activities that take place. We are proud of our reputation for excellence in sporting and cultural activities.

### **Number of students on Roll**

Each year there are a number of appeals from parents whose children have not been allocated a place at the school. The number on roll is approximately 1200. This includes a healthy Sixth Form of approximately 250 students.

### **Pastoral System**

We are a school which celebrates the pursuit of excellence in all things. At Brookfield Community School people matter and everyone in school is valued. The school's pastoral structure and discipline are rooted in care, friendliness and good humour.

Each Year group has a Head and Assistant Head of Year who are responsible for all issues concerning student welfare, attendance and punctuality. Heads of Year meet regularly with the SLT link for their Key Stage to provide feedback on the work that has been undertaken with students.

Each Year group is further supported by a team of Form Tutors who are the first port of call when dealing with students and their parents.





## Key Performance Data

### Brookfield GCSE Headline Figures 2018

This cohort had 179 students, 81 girls and 98 boys.

#### Progress 8

	OVERALL	CI
2018	0.05	(-0.15 – 0.23)
2017	-0.14	(-0.32, 0.04)
2016	-0.23	(-0.38, -0.07)

#### Attainment 8

	OVERALL
2018	52.30
2017	49.31
2016	54.02

#### EBACC

	ENTERED	ACHIEVED
2018	53%	4.86 (aps)
2017	54%	40%
2016	49%	36%

#### EM

2018	79% / 56%
2017	73% / 58%
2016	79%

- 79% of students achieved a standard pass in English and Mathematics
- 56% of students achieved a strong pass in English and Mathematics
- 53% of students were eligible for the English Baccalaureate
- 36% of students achieved a strong pass (5-9) in the English Baccalaureate
- Average attainment 8 grade was 5.23
- Progress 8 was 0.05.





## Brookfield A Level Headline Results 2018

### Level 3 VA

A level value added score -0.17

Lower confidence limit -0.26

Upper confidence limit -0.08

### Average Points

YEAR	AVERAGE POINTS SCORE	AVERAGE GRADE
2016	30.59	C
2017	30.98	C
2018	28.91	C





## Job Description: Headteacher Brookfield Community School

### Accountability

Accountable to the Executive Board of the Redhill Academy Trust through the Executive Head of the Derbyshire Hub and to the Governing Body of Brookfield

They are responsible for carrying out their duties in accordance with and subject to:

- The provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation, and in particular the Education Act 1996(17);
- The instrument and articles of government of the school;
- The provisions of the funding agreement between the school and the EFA;
- Any rules, regulations or policies made either by the Governing Body on matters for which it is responsible or the funding agency with respect to matters for which the Governing Body is not responsible.

### The Fundamental Role

- To provide professional vision and leadership for Brookfield Community School, which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.
- To inspire, challenge and empower all members of the school community to play their part in achieving that vision ;
- To manage resources effectively and innovatively in order to secure best value and promote the highest achievement for both students and staff alike;
- To ensure a safe and stimulating environment;
- To promote the school in the wider community and to work with others to support system wide improvement.

In carrying out their duties the Headteacher should ensure that their actions:

- Are focussed on learning;
- Demonstrate high quality leadership;
- Reflect the highest possible professional standards;
- Consistently model the values, vision and ethos of the school;
- Promote an open, fair and equitable culture where all are able to express their views secure in the knowledge that their opinions are valued and respected.



## Key Responsibilities:

### Qualities and knowledge

#### Brookfield Community School's Headteacher will:

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.

### Students and Staff

#### Brookfield Community School's Headteacher will:

- Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.





## **Systems and Processes**

### **Brookfield Community School's Headteacher will:**

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for student, staff and financial performance.

- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

## **School Improvement**

### **Brookfield Community School's Headteacher will:**

- Create an outward-facing school which works within the Trust and other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

## **Other**

Carrying out any other such duties as the Trust/Governors may reasonably require.



## Person Specification: Headteacher Brookfield Community School

	ESSENTIAL	DESIRABLE
<b>Qualifications</b>		
Qualified Teacher Status recognised by the Department of Education	✓	
National Professional Qualification for Headship (NPQH)		✓
A relevant graduate qualification to degree level or equivalent	✓	
Relevant further or professional qualification		✓
Evidence of recent relevant Continuing Professional Development (CPD)	✓	
<b>Experience</b>		
Experience across 11-18 age range		✓
Experience of senior leadership in a secondary school	✓	
Experience as a Deputy Headteacher		✓
A proven track record of successful leadership	✓	
Building strong working relationships internally and externally	✓	
Proven track record of consistently raising attainment	✓	
Leading successful school improvement work	✓	
Experience of working in an academy		✓
<b>Knowledge and Understanding</b>		
National policy framework, current educational legislation and its impact on schools and their wider communities	✓	
Safeguarding principles and practice	✓	
Comparative data and performance indicators to establish benchmarks and set targets for improvements	✓	
Successful and innovative curriculum development	✓	
New technologies for teaching, learning and management	✓	
Roles and responsibilities of the Governing Body	✓	
Role of Ofsted and the current framework and requirements	✓	
Legal aspects of school management	✓	
Strategic Planning, including experience of involvement in school improvement planning, implementation, monitoring and self-evaluation	✓	
Experience/understanding of financial responsibilities e.g. managing delegated budgets and the principles of Best Value	✓	
Opportunities offered by conversion to an academy		✓
<b>Professional and People Management Skills</b>		
Ability to establish, develop and promote a positive school ethos	✓	
Ability to inspire and motivate staff and students	✓	
Experience of promoting the school within the community		✓
Ability to lead effective teams and develop team approaches	✓	
Experience of successfully organising, managing and motivating staff	✓	
Ability to be pro-active and positive about challenge and change	✓	
Commitment to own personal and professional development and that of all staff	✓	
Excellent communication skills	✓	
Commitment to a distributed management style	✓	





## How to apply and recruitment timetable

### Applications

Your application should include a supporting statement concentrating on how your skills, experience, and personal qualities match the requirements of the Job Description and Personal Specification. The statement should be no longer than two sides of A4. CVs should not be attached.

If preferred, **postal application forms** are available from Sarah McNeill at [S.McNeill@theredhillacademy.org.uk](mailto:S.McNeill@theredhillacademy.org.uk)

In order to comply with the safer recruitment requirements candidates must fully complete the application form including the section on references. It is not acceptable to substitute parts of the form with your own version. All gaps in employment should be accounted for and explained.

### References

Open testimonials are not accepted for this post and it is intended that references will be taken up from your **existing employer** and one other professional reference of your choice. **If you are not currently working with children, references will be requested from a previous employer where this was the case. You are, therefore, requested to supply contact details for this organisation and also to alert all referees to expect a request, should you be shortlisted.** References from relatives or people writing solely in the capacity of friends will not be accepted.

### Security Checks

Due to this post having access to children and/or vulnerable adults, candidates will be required to undertake a Disclosure and Barring Service check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided. **Candidates who are foreign nationals, or a UK national who has lived abroad at any point in their adult life, MUST provide a Certificate of Good Conduct prior to taking up an appointment.**

### Recruitment Timetable

Closing date for the receipt of applications to Sarah McNeill [S.McNeill@theredhillacademy.org.uk](mailto:S.McNeill@theredhillacademy.org.uk) : midday on Monday 28 January 2019. Shortlisting will take place on Wednesday 30 January 2019 and candidates called for interview will be notified by the end of Friday 1 February 2019.

### Interviews

Intended interview dates: Thursday 7 and Friday 8 February 2019.

Candidates selected for interview will be notified by telephone in the first instance, followed by an email. If you have not been contacted by the end of Friday 1 February 2019 you should assume that, on this occasion, you have not been successful.

Brookfield Community School follows a safer recruitment process. The appointment to this post will be subject to suitable references and an Enhanced Disclosure and Barring Service check. The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

